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ABSTRACT

This guide to learning disabilities is primarily based on the experiences of parents and staff at Landmark College (Vermont), a two-year college specifically for students with learning disabilities. Chapter 1 introduces a group of Landmark parents and students who share their feelings and concerns. Chapter 2 describes learning by seeing, hearing, and doing, and emphasizes the central role of language development in all learning. Chapter 3 focuses on the roles of memory, attention, and automatization in learning. Chapter 4 shows how variations in learning may lead to learning difficulties and resulting emotional costs to the individual. Chapter 5 addresses the uses of tests and describes how a good evaluation can be used to plan an educational program. Chapter 6 explains the teaching principles of Landmark College and its use of a structured sequential approach to all coursework. Chapter 7 suggests ways for parents to help their learning-disabled child. Finally, Chapter 8 discusses the power of self-understanding and the principles of effective self-advocacy. Appendices describe the Landmark program, list other educational programs and institutions, and list relevant organizations, publications, and audiovisual materials. (DB)

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